

Missouri Assessment Program

Definitions for Accommodations for Students with Disabilities

Students with disabilities must be included in the state assessment program by taking:

1) the Missouri Assessment Program (MAP) subject-area assessments without accommodations, 2) the MAP subject-area assessments with accommodations, or 3) the MAP-Alternate (MAP-A). Determining which of these three methods is the best way for individual students to participate in the MAP relates directly to making sound decisions about student learning. This decision-making process involves aligning the student's opportunity to learn with the student's instructional goals and/or accommodations to ensure that s/he can demonstrate what s/he knows and is able to do. The purpose of an accommodation is to "level the playing field," so that a student with a disability can demonstrate what he or she knows and is able to do.

The IEP team is responsible for determining the accommodation(s) that a student with a disability needs on the MAP subject-area assessments. Educators should not introduce an accommodation for the first time during the MAP testing window. Moreover, MAP accommodations should be consistent with those needed for classroom and district assessments. Additionally, educators should not provide accommodations on the MAP for groups of students; rather, they should make them only for specific students based on their learning, behavior characteristics, and skills. Finally, MAP accommodations should not give unfair advantages to a student with disabilities.

Ideally, certificated personnel are responsible for MAP administration, although paraprofessionals may assist, if necessary. All individuals involved in MAP administration must be trained. It is not appropriate to use students to assist with MAP testing. Further questions regarding MAP administration, training, and use of personnel should be directed to the district or building test coordinator.

If a student's IEP requires that s/he take only certain MAP items, the student's special-education teacher must pre-select these items in collaboration with the district or building test coordinator. (However, IEP teams should require pre-selection of items in rare circumstances.) As educators pre-select items, they should keep in mind the "valid attempt" rule: To obtain a reportable score, the student must make one valid attempt in Session 1, make one valid attempt in Session 2, and make 5 valid attempts (or give at least one correct response) in Session 3. As with all accommodations, this accommodation should reflect practices used with other assessments through the year and, of course, must be stated in the student's IEP.

Administration Accommodations: Presentation

Accommodations in test administration or presentation of materials are changes in how an assessment is given to a student.

Accommodation	Description
Braille edition of assessment*	Braille Editions of the assessment require special processing. Consult your Braille Edition test materials for specific instructions.
Large-print (LP) edition of assessment*	Large Print Editions of the assessment require special processing. Consult your Large Print Edition test materials for specific instructions
Use of magnifying equipment	The student uses an optical lens device that enhances visual function. Examples might include a magnifier (used to increase the size of an image through the use of lenses or lens systems) or an electronic magnifying system (such as closed-circuit televisions or computer systems).
Oral reading of assessment	The test examiner reads items verbatim to the student in an isolated setting, so that other students will not benefit or be disturbed.
Paraphrasing	The test examiner paraphrases questions to help student understanding in an isolated setting. Terms may be defined as long as they: 1) are not the actual concept or content being assessed, 2) would not give clues, or 3) would disclose the answer.
Signing of assessment (directions)	A certified interpreter or deaf-education instructor signs only the verbal directions to the student.
Amplification equipment (e.g., hearing aid or auditory trainer)	Appropriate equipment is used to amplify the verbal directions. Be sure that amplification systems are turned on and properly functioning.
Assistive device	An assistive device, which permits a student to read and/or respond to the test, is used. Examples include computers that assist students with fine-motor problems, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices.
Visual aids	Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.

Administration Accommodations: Timing

Timing and scheduling accommodations are changes in the duration, timing, or scheduling of an assessment. These changes may relate to how much time is allowed for an assessment, when it is administered, or how assessment time is organized.

Accommodation	Description
Extended time	Extended time is allowed for a student whose disability may cause him/her to be unable to meet time constraints.
Administer test using more than three testing periods	Students with disabilities may need to complete exams over more than one test period as a result of fatigue and/or loss of concentration. Some students may require additional breaks. Dates for taking the MAP must occur within the MAP testing window.

Administration Accommodations: Setting

Setting accommodations are changes in the location or physical environment in which an assessment is administered. Setting accommodations may include but are not limited to a study carrel, special lighting, separate room, etc.

Accommodation	Description
Testing individually	The room should be free of noises, conversation, and distractions from adjoining rooms. Individual testing is appropriate when, for example, responses are given orally or questions are paraphrased.
Testing with small groups	The location should be one free of noises, conversation, and distractions from adjoining rooms. Students may not interact with one another about questions or answers. The examiner must be present at all times. Testing in small groups is not appropriate for students who give responses orally or require paraphrasing of questions.
Testing with teacher facing student (hearing impaired)	The teacher must face the hearing-impaired student at all times to allow the student to lip read.

Response Accommodations	
Response accommodations are changes in the way students are expected to respond to assessment materials. Alternative responses must be scribed to a MAP test booklet.	
Accommodation	Description
Use of typewriter for responding *	The student uses a typewriter to write the answers.
Use of computer/word processor for responding*	The student uses a computer/word processor to write the answers. (Provide a non-networked computer to avoid inappropriate use of the computer to access answers.)
Pointing to response*	The student points to correct responses and the administrator records responses in the MAP test booklet.
Giving response in sign language*	The student uses sign language to convey responses. A certified sign-language interpreter or deaf-education instructor records answers.
Dictation to a scribe*	The student conveys verbally or signs responses to a scribe in an isolated, individual setting, so that other students cannot benefit or be disturbed. The scribe cannot suggest ideas, words, or concepts. The scribe records the student's answers verbatim. The student should indicate capitalization and punctuation, if language mechanics are being assessed.
Student taped response*	The student speaks answers into a tape recorder in an isolated setting, so that other students cannot benefit or be disturbed. The test examiner must be present at all times.
Use of a Braille*	A student records responses using a Braille. Examples include a Braillewriter, a slate and stylus, and an electronic Braille note taker.
Calculator	In sessions of the MAP where calculators are allowed to be used, no accommodation is necessary. The use of a calculator represents an accommodation when it is used on a section of the test for which calculator use is not allowed. Students may use talking calculators, but only in an isolated setting.
Abacus	Students use an abacus to perform mathematical computations by sliding beads along rods.
Arithmetic tables	Students use charts to assist in simple addition, subtraction, multiplication and division facts using whole numbers.
Graph paper	Students use graph paper to assist with organizing and lining up math problems.

Note: Some accommodations require that the student's responses be recorded/transferred to the student's test booklet. These accommodations are noted with an asterisk (*). Test administrators may provide accommodations that are not listed on the demographic sheet of the test booklet; these accommodations must, however, be determined by the student's IEP team and documented in the IEP.

References:

Foundations of Education, Second Edition, Volume II: Instructional Strategies for Teaching Children and Youths with Visual Impairments by Koenig and Holbrook, Eds., American Foundation for the Blind, 2000.

Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements by Martha Thurlow, Judith Elliott, and James Ysseldyke; copyright 1998.